

## Terms of Reference

International Expert/Experts for conducting of a **Qualitative Study on Adult Education**

Countries: Armenia, Bosnia and Herzegovina, Georgia, Kosovo

Overall Timeframe: 15.09.-22.12.2020 (selected number of working days)

### 1. Introduction

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 adult education centres (Volkshochschulen) and their state associations, the largest further education providers in Germany. As the leading professional organisation in the field of adult education (AE) and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 50 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

The program approach of DVV International, targeting improved conditions in policy, legislation and financing (macro level), as well as professionalism in practice and theory for adult education (meso level), necessarily requires cooperation both with government institutions such as, for example, ministries as well as with universities, associations, civil society organisations and other professional educational organizations. The project portfolio is supplemented with the support of our partners by the creation of exemplary, concrete learning opportunities especially for disadvantaged population groups (micro level). This makes DVV International the only worldwide professional organization in the field of adult education and development.

In the Region of Caucasus and South-East Europe, DVV International works in Armenia, Georgia, Bosnia and Herzegovina, and Kosovo, through its Regional Office in Tbilisi and Country Offices in Yerevan, Tbilisi, Sarajevo, and Pristina.

The German Institute for Adult Education (DIE) focuses on the development and advancement of adult education. Education improves the chances of every individual to lead a self-determined life and allows for a sustainable society. The DIE supports the fields of research and the practice of continuing education by providing data and information as well as research and development performance.

The institute

- conducts research on issues of adult learning and teaching, on establishments of continuing education and training as well as the basic preconditions of lifelong learning,
- prepares research findings for science, practice and politics, and
- develops innovative concepts for practitioners.

The DIE picks up on and analyzes current issues, prepares responses to the prevailing questions, provides solutions and counsels the practical implementation. As a member of the Leibniz Association, the DIE applies high standards to all its services, and its requirements of

extramural research promotion are evaluated on a regularly base.

With support from the side of Germany's Federal Ministry for Economic Cooperation and Development (BMZ), a qualitative study on state of art of adult education in Armenia, Bosnia and Herzegovina, Georgia, and Kosovo should be conducted.

## 2. Objective

DVV International has been active in Southeast Europe and Caucasus region since 2000/2002. In order to develop a new regional strategy, it is becoming important to analyse the adult education sector in the four countries and to identify the recent developments and challenges in the field of adult education.

To assess the status quo of the adult education sector in the countries, the study should include the following analytical framework for the four above mentioned countries:

Structure	Remarks
<b>I. Executive summary</b>	
<b>II. Concept and terminology – understanding and perception of the concept of AE</b> <ul style="list-style-type: none"> <li>- Development of terminology referring to national specific terms</li> <li>- Definitions</li> <li>- How do they relate to EU terminology</li> <li>- EU terminology</li> <li>- Classification of Learning Activities (FED, NFE, INF)</li> <li>- How does this relate to national terminology?</li> <li>- Relation of Adult Education and Lifelong Learning</li> <li>- General (liberal, community, civic, personal development)/vocational AE /literacy programs</li> <li>- Qualifications and competencies?</li> <li>- How specific?</li> </ul>	Overview of the terminology, definitions;
<b>III. Country profile</b> <ol style="list-style-type: none"> <li>1. Socio – demographic structure <ul style="list-style-type: none"> <li>- Official Languages</li> <li>- Ethnic composition</li> <li>- Religions</li> <li>- Population: a) age structure; b) gender; c) educational level; d) literacy;</li> <li>- Urban/rural, mobility</li> <li>- Migration (internal/external)</li> <li>- Internet infrastructure</li> <li>- HDI</li> </ul> </li> <li>2. Economic characteristics <ul style="list-style-type: none"> <li>- GDP</li> <li>- Average income</li> <li>- Poverty</li> <li>- Economic structure</li> </ul> </li> </ol>	Prepare reader for legal framework by showing the country structure

<ul style="list-style-type: none"> <li>- National debt</li> <li>- Unemployment</li> <li>- NEET</li> </ul> <p>3. Political system / structure</p> <ul style="list-style-type: none"> <li>- Presidential/ Parliamentary</li> <li>- Federal/Central</li> <li>- Central political parties</li> <li>- Membership in inter/supranational organization (EC etc.)</li> </ul> <p>4. Education system</p> <ul style="list-style-type: none"> <li>- Educational levels and tracks, levels of qualification</li> <li>- (NQF)</li> <li>- Private/public sector</li> <li>- Social selectivity</li> <li>- Academic/general vs. vocational orientation</li> </ul>	
<p><b>IV. Historical development of Adult Education</b></p> <ul style="list-style-type: none"> <li>- Main focus on development since independence</li> <li>- Coverage of important transitions and periods, relevant milestones: roots beginning in the 20th century, tradition of AE providers, AE between the two World wars;</li> </ul>	
<p><b>V. Legal framework / governing structures</b></p> <p>1. Laws</p> <ul style="list-style-type: none"> <li>- Directly referring to AE (AE laws, vocational education &amp; training, educational leaves)</li> <li>- Indirectly referring to AE (labor market related, tax regulations)</li> </ul> <p>2. Policies</p> <ul style="list-style-type: none"> <li>- National Qualification framework</li> <li>- Accreditation and validation</li> <li>- Recognition of prior learning</li> <li>- LLL strategy</li> <li>- AE strategy</li> <li>- Literacy strategy</li> <li>- Strategy for poverty reduction</li> <li>- Pre-university/Second Chance Education and Higher Education Strategy</li> <li>- Youth strategies (promotion of active citizenship, employability)</li> </ul> <p>3. Governing structures</p> <ul style="list-style-type: none"> <li>- State institutions responsible for AE: a) Ministries; b) Agencies; c) National Councils; d) Local/Regional governments; e) Social Partners (Unions, Chamber of Commerce etc.)</li> </ul>	<p>In case of Armenia there is an analysis of the legal framework available (conducted between May-September 2020)</p>
<p><b>VI. Financing</b></p> <p>1. Public expenditures *</p> <ul style="list-style-type: none"> <li>- In relation to other educational sectors</li> <li>- Share in GDP</li> </ul>	<ul style="list-style-type: none"> <li>- All sources of funding; Donor as well as state;</li> <li>- If possible, cover</li> </ul>

<p>- Channel of funding: institutional, programs, projects, demand/supply, vouchers,</p> <p>2. Private expenditures</p> <ul style="list-style-type: none"> <li>- Individuals/Households</li> <li>- Companies</li> <li>- NGOs</li> </ul> <p>3. Donors</p> <ul style="list-style-type: none"> <li>- EU</li> <li>- World Bank</li> <li>- UN</li> <li>- GIZ, DVV international...</li> </ul>	<p>trends over 10 years;</p> <p>* Expand coverage on all expenditures for human resources development – over all ministries and agencies</p>
<p><b>VII. Institutions and providers</b></p> <p>1. Institutions</p> <ul style="list-style-type: none"> <li>- Think Tanks</li> <li>- Research Institutes</li> <li>- Professional Associations (DVV etc.)</li> </ul> <p>2. Providers *</p> <p>2.1. Private/commercial</p> <ul style="list-style-type: none"> <li>- Universities</li> <li>- Employers/companies</li> <li>- Commercial institutions</li> <li>- Language schools etc.</li> </ul> <p>2.2. Public</p> <ul style="list-style-type: none"> <li>- Schools</li> <li>- Universities</li> <li>- Cultural institutions</li> <li>- Youth centers/councils</li> <li>- Libraries</li> <li>- Museums</li> <li>- Adult education centers</li> </ul> <p>2.3. Non-profit/charitable interest groups</p> <ul style="list-style-type: none"> <li>- Religion based organizations</li> <li>- Trade Unions</li> <li>- Chamber of Commerce</li> <li>- Occupational organizations</li> <li>- NGOs &amp; networks</li> <li>- Foundations</li> </ul>	<p>* Do they provide online/distance learning?</p>
<p><b>VIII. Programs</b></p> <p>1. Types</p> <ul style="list-style-type: none"> <li>- Literacy / functional literacy</li> <li>- Vocational education (formal and non-formal)</li> <li>- Liberal (community, civic education, cultural)</li> </ul> <p>2. Target groups</p> <p>3. Providers</p>	

<p><b>IX. Participation / non-participation</b></p> <p>1. Participation rate - In formal AE - In non-formal AE</p> <p>2. Motivation - personal needs or job-related - Barriers</p> <p>3. Structure - Age - Gender - Education level - Ethnicity - Rural/urban - Labor market status - Income - Duration of participation - Funding</p>	<p>Regarding the participation in non-formal AE:</p> <p>1) For Armenia, Georgia, and Kosovo we expect results from an Adult Education Survey conducted between August – October 2020.</p> <p>2) For Bosnia and Herzegovina results from an AE Survey conducted in 2018 are available.</p>
<p><b>X. Personnel and professionalization</b></p> <p>1. AE professionals and employees - Managerial staff - Teaching staff</p> <p>2. Professional background</p> <p>3. Existing teacher training programs - Programs BA, MA, Training of Trainers for AE professionals</p> <p>4. Mobility and international exchange of professionals</p>	<p>-</p>
<p><b>XI. International context</b></p> <p>1. Actors</p> <p>2. Current projects</p> <p>3. Instruments</p> <p>4. State commitments to, and participation in regional/European/international initiatives/processes</p>	<p>-</p>
<p><b>XII. Challenges and future developments</b></p> <p>1. Challenges for AE in the future</p> <p>2. Challenges due corona pandemic and conclusions for the further development of the AE system</p>	<p>-</p>
<p><b>XIII. Conclusions and recommendations</b></p>	<p>-</p>

### **3. Methodology**

The regional qualitative study will employ a variety of methods of data collection and analysis, including but not limited to the following:

- 1) Desk review of relevant literature will include academic literature, analytical, policy, and evaluation documents, reports and publications by government, international agencies, and civil society organisations, which are available at national, regional and international levels. National experts (one per country) and DVV International offices will provide available literature in English and support translating important parts of publications written in the national languages.
- 2) The desk review will be a useful background for conducting field research which due to the corona pandemic will be organized online.

The international expert/experts will be supported during conducting of the qualitative study by national experts (one per country), DVV International offices in the four countries, and DIE Bonn.

### **4. Deliverables**

The qualitative study is to be written in English. The study will later be translated into national languages by DVV International. The document should be prepared single-spaced, using Microsoft Word and tables/graphs and images/photos. The qualitative study should have approx. 60-70 pages per country (between 240-280 in total) excluding the executive summary and the annexes.

### **5. Tasks and Timeline**

1. Draft the outline and research framework for the study by 30 September 2020
2. First draft of the study between 13 and 20 November 2020
3. Based on the feedback received from DIE, DVV International and the national experts, finalize and submit the qualitative study by 22 December 2020

### **6. Right of use**

The Principal has the exclusive and unlimited right to use the results fulfilled by the contract. The transfer of this Right of Use is complete with the payment made to the Contractor. The Contractor has Right of Use permission strictly limited for personal non-commercial purposes. Transfer of the Right of Use to third parties is excluded.

### **7. Contractual Conditions**

The legal basis for this contract is provided by the „General terms and conditions for the implementation of Services" (VOL/B). These general terms and conditions are not attached to this contract; however, an exemplary service contract is part of these Terms of Reference for perusal.

### **8. Qualification of Reseracher / Research Team**

The qualitative study will be done by a researcher (or team) who needs to demonstrate experience in conducting similar qualitative studies. Previous experience in the region and knowledge of regional languages will be considered as an asset.

The consultant(s) we are looking for should

- have at least 5-year experience in the field of qualitative research studies (please, provide proof of this experience);
- be able to demonstrate sound knowledge of qualitative research methods and instruments;
- basic knowledge of Adult Education;
- analytical and writing skills;
- fluency in English
- knowledge of regional languages is an asset;
- knowledge of the different countries is an asset.

## 9. Application Procedure

The application package should include the following documents. Please make sure to comply to the provided requirements below and use the annexed templates:

All interested candidates should submit the following documents:

- a) CV(s) of person(s) to be involved in the assignment in English (Please use the template provided);
- b) Technical proposal covering the following aspects (maximum of 5 pages);
  - Narrative overview displaying an understanding of the task
  - Detailed methodology
  - Work Plan, including detailed proposed steps of implementation
  - Consideration of any specific requirements
  - Consideration of the specific context (country, topic)
  - Internal Quality Management
- c) A detailed financial proposal with all expected costs indicating the vat (Please use the template provided and submit with a hand-written signature).

Deadline for applications is **10.09.2020**.

Interested applicants send their proposal package in electronic form in English to:

Dr. Thomas Lichtenberg: [lichtenberg@dvv-international.de](mailto:lichtenberg@dvv-international.de)

Maja Avramovska: [avramovska@dvv-international.ge](mailto:avramovska@dvv-international.ge)

## 10. Evaluation criteria of proposals

The proposals will be assessed according to the following criteria:

- Qualifications of the research team (counts one third) (based on criteria mentioned above);
- Technical proposal (counts one third) (based on criteria mentioned above; all of the above mentioned criteria for technical proposals will be taken into account);
- Financial proposal (counts one third) (best cost-service relation; please consider the envisaged total number of working days).

### **11. Request for clarification**

If you should have questions concerning this tender, please send your questions to Maja Avramovska mentioned as contact person, above. The latest date for submitting questions is September, 3. The answers to the questions will be published on our website (<https://www.dvv-international.de/dvv-international/stellenangebote/>) for all interested parties the following day.